

<p>English – Reading</p> <p><u>Guided Reading Texts:</u> T3 - Pugs of the Frozen North by Philip Reeve and Sarah McIntyre T4 – a selection of non-fiction texts</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Define vocabulary • Make inferences • Make predictions • Explanations • Retrieve information • Sequence or summarise the text 	<p>English – Writing</p> <p><u>Focus books</u> T3 - The Tear Thief by Carol Ann Duffy T4 – Home Sweet Home (animation)</p> <p><u>Writing Outcomes</u> T3 – Narrative & Explanation T4 – Narrative & a discussion about leaving the house behind</p>	<p>Maths</p> <p><u>Measurement: Area</u></p> <ul style="list-style-type: none"> • Find the area of rectilinear shapes <p><u>Multiplication & Division B</u></p> <ul style="list-style-type: none"> • Written method for multiplication • Written method for division <p><u>Length & Perimeter</u></p> <ul style="list-style-type: none"> • Measure in cm/mm and km/m • Calculate the perimeter <p><u>Fractions A</u></p> <ul style="list-style-type: none"> • Compare and order fractions • Find equivalent fractions • Convert fractions (mixed number/ improper) <p><u>Mass & Capacity</u></p> <ul style="list-style-type: none"> • Mass in kilograms and grams • Capacity and volume in millilitres and litres 	<p>Science</p> <p><u>Sound</u></p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey. 			
<p>Computing</p> <p><u>Sequencing Sounds</u> Using Scratch to explore sequencing in programming.</p> <p><u>Audio Production</u> Using Audacity to produce a podcast.</p>	<p>PSHCE</p> <p><u>Dreams and Goals</u> Aspirations, how to achieve goals and understanding the emotions that go with this</p> <p><u>Healthy Me</u> Being and keeping safe and healthy</p>	<p>Columba</p> <p>Terms 3 and 4 2024-2025</p> <p>(Year 3 and 4)</p>			<p>PE</p> <p><u>Swimming</u> To become confident and proficient over at least 25 metres and to use a range of strokes effectively. To perform safe self-rescue in different water-based situations.</p>	<p>DT</p> <p>To be covered in terms 5 & 6</p> <hr/> <p>Art</p> <p>To be covered in terms 5 & 6</p>
<p>Music</p> <p><u>Just Three Notes</u> Making music, read and understand notation.</p> <p><u>Latin Dance</u> Salso dancing, singing and playing percussion.</p>	<p>History</p> <p><u>Settlements by Anglo Saxon</u> Britain's settlement by Anglo-Saxons and Scots</p>	<p>Religion and World Views</p> <p><u>Why is water symbolic?</u> To explore the significance of water.</p> <p><u>What makes some texts sacred?</u> The importance of scripture in worship.</p>	<p>Geography</p> <p><u>Changing landscapes</u> Identify human and physical characteristics, key topographical features and land-use patterns. Understand how some of these aspects have changed over time.</p>	<p>French</p> <p>Describing me and others</p>		